

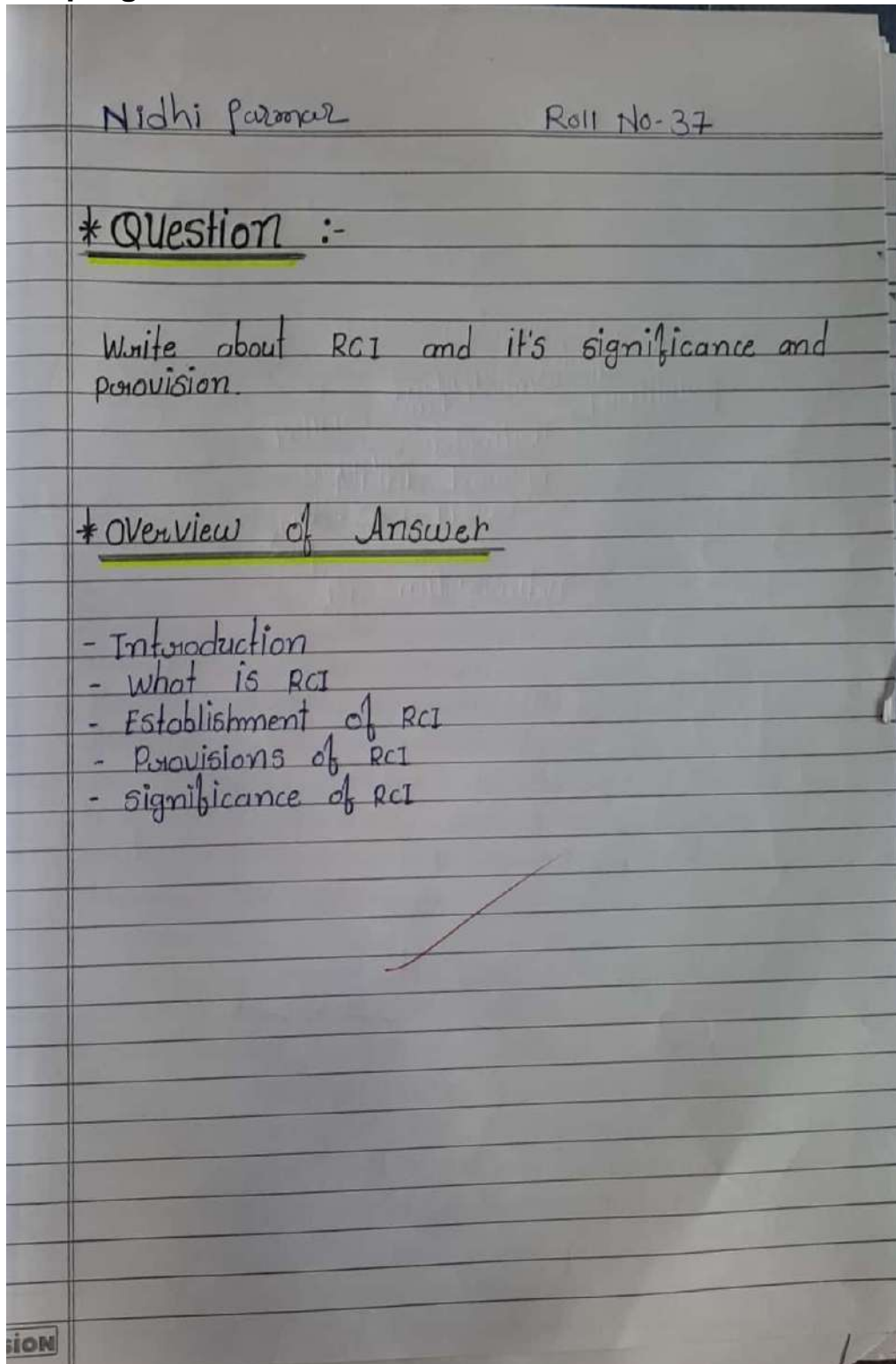


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## 2.4.7 Samples of assessed assignments for theory courses of different programmes





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## \* Introduction

The Rehabilitation Council of India (RCI) is an autonomous organization established under an act of the India Parliament called the Rehabilitation Council of India Act, 1992. This act provides the legal framework for the functioning and regulation of rehabilitation professionals and services in India.

The provision under the Act of the Rehabilitation Council of India outlines the various rights, responsibilities, and regulations pertaining to the rehabilitation professionals and services governed by the RCI. The act aims to ensure the quality and standardization of rehabilitation education, training, and practice across the country.

Under the act, the RCI has the authority to recognize and regulate various rehabilitation professionals, such as occupational therapists, physiotherapists, speech therapists, audiologists, and clinical psychologists. It sets the minimum qualification criteria, curriculum, and standards for their education and training programs.



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The act also mandates the establishment of the Rehabilitation Council of India as a statutory body responsible for maintaining a central registry of qualified rehabilitation professionals. It defines the powers and functions of the RCI, including the accreditation of rehabilitation institutions, conducting examinations, and granting registration to qualified professionals.

Furthermore, the provision under the act emphasizes the importance of promoting research and development in the field of rehabilitation. It encourages the RCI to collaborate with universities, research institutions, and other relevant bodies to advance knowledge and practice in the rehabilitation sector.

The act also addresses issues related to the protection of rights and welfare of persons with disabilities. It ensures that rehabilitation services are accessible, affordable, and of high quality for individuals with disabilities. The provision under the act aims to eliminate discrimination and promote inclusivity by recognizing the rights of persons with disabilities and their entitlement to comprehensive rehabilitation services.



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## \* What is RCI

The Rehabilitation Council of India (RCI) is a statutory body established by an Act of Parliament in India. It was formed under the Rehabilitation Council of India Act, 1992, with the objective of regulating and standardizing the training and education of professionals working in the field of rehabilitation and special education.

The RCI aims to promote rehabilitation and special education services in the country by maintaining standards of training, recognizing institutions that provide relevant courses, and granting recognition and registration to professionals working in the field. Its primary role is to ensure that the education and training provided by various institutions and organizations meet the prescribed standards, thereby ensuring quality services for individuals with disabilities.

The council is responsible for formulating policies, guidelines, and regulations related to rehabilitation and special education. It also maintains a central registry of qualified professionals in the field and works towards developing a comprehensive database



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of resources and information related to rehabilitation.

The Rehabilitation Council of India plays a crucial role in promoting inclusive education and ensuring equal opportunities for individuals with disabilities in India. It collaborates with various government agencies, educational institutions, and non-governmental organizations to facilitate the implementation of inclusive policies and programs.

## \* Establishment of RCI

The Rehabilitation Council of India (RCI) is an autonomous body established by an Act of Parliament in 1992 under the Ministry of Social Justice and Empowerment, Government of India. Its primary role is to regulate and standardize the training programs and practices for various rehabilitation professionals in India.

Here's a brief overview of the history of the Rehabilitation Council of India:



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## 1. Establishment :

The RCI was established on 22nd June 1992 under the Rehabilitation Council of India Act, 1992 (Act No. 321 of 1992). The act aimed to promote rehabilitation and education of persons with disabilities and education of persons with disabilities in the country.

## 2. Objectives :

The RCI was set up with the objective of regulating and monitoring the training programs and courses for rehabilitation professionals, prescribing minimum standards of education and training, maintaining a central rehabilitation register, and promoting research in rehabilitation and special education.

## 3. Functions :

The council's functions include recognizing institutions and courses for rehabilitation education, granting recognition and affiliation to such institutions, promoting research in rehabilitation and special education, and maintaining a central rehabilitation register.



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## 4. Governing Body :

The Rehabilitation Council of India consists of members from various government bodies, universities, professional associations, and persons with disabilities. The council is headed by a chairperson and includes representatives from different rehabilitation professions.

## 5. Amendments and Expansion :

Over the years, the RCI has undergone amendments to its act to ensure better regulation and coordination in the field of rehabilitation and coordination in the field of rehabilitation. It has expanded its scope to include various rehabilitation professions such as rehabilitation psychologists, rehabilitation social workers, rehabilitation counselors, and rehabilitation administrators, in addition to existing categories like rehabilitation teachers, speech and hearing professionals, and occupational therapists.



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## 6. Accreditation and Certification

The RCI plays a crucial role in accrediting institutions that provide education and training in rehabilitation professions. It also certifies professionals who have completed recognized courses and meets the prescribed standards set by the council.

## 7. Collaborations and Partnerships :

The RCI collaborates with various organizations, both national and international, to enhance the quality of rehabilitation education and practices. It works closely with universities, colleges, and institutions offering rehabilitation courses to ensure the availability of standardized and competent professionals in the field.

The Rehabilitation Council of India plays a pivotal role in promoting and regulating the field of rehabilitation in India, ensuring that persons with disabilities receive quality education, training, and support to lead independent and fulfilling lives.





## \* Provisions of RCI

### 1. Accreditation and Recognition :

RCI is responsible for granting recognition and accreditation to institutions offering rehabilitation and special education courses. It sets standards and guidelines for curriculum, infrastructure, faculty, and other essential requirements for these institutions.

### 2. Registration of Professionals :

RCI maintains a register of professionals working in the field of rehabilitation and special education. It provides a system for the registration of professionals, including rehabilitation psychologists, special educators, rehabilitation social workers, rehabilitation counselors, and rehabilitation administrators.

### 3. Curriculum development :

RCI plays a crucial role in developing and updating the curricula for various courses in rehabilitation and special education. It ensures that the programs offered by



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Recognized institutions are relevant and in line with the current needs and advancements in the field.

#### 4. Examination and Certification :

RCI plays a crucial role in developing and updating the curricula for various courses in rehabilitation and special education. It ensures that the programs offered by recognized institutions are relevant and in line with the current needs and advancements in the field.

#### 5. Regulation of professional conduct :

RCI establishes a code of ethics and professional conduct for registered professionals. It ensures that professionals adhere to high standards of ethical practice and take appropriate measures to safeguard the interests and well-being of individuals with disabilities.



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## \* Significance of RCI

The RCI plays a significant role in the development and implementation of policies, programmes and standards related to rehabilitation and special education in the country. Here are some key aspects of the significance of the Rehabilitation Council of India:

### 1. Promotion of Research and Development :

The RCI encourages research and development activities in the field of rehabilitation. It promotes research studies, surveys, and projects aimed at improving the understanding of disabilities, identifying effective rehabilitation techniques, and developing new interventions. By fostering research and development, the RCI contributes to the advancement of knowledge and practices in the field of rehabilitation.

### 2. Advocacy and Policy Development :

The RCI plays an active role in advocating for the rights and inclusion of persons with disabilities. It works towards



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creating an inclusive society that provides equal opportunities and access to individuals with disabilities. The RCJ also advises the government on matters related to rehabilitation and disability policies, contributing to the formulation and implementation of effective policies and programs.

### 3. Professional code of Ethics :

The RCJ establishes a code of ethics for professionals working in the field of rehabilitation and special education. This code sets out the professional standards and conduct expected of practitioners, ensuring ethical and responsible practice. It helps in protecting the rights and well-being of persons with disabilities and maintaining professional integrity within the sector.



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- Provisions of RCI - chatGPT
- Significance of RCI - chatGPT & official website of RCI.

- OpenAI.com

- <http://disabilityaffairs.gov.in/>

Dr. S. Gadhavi



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Topic : \_\_\_\_\_

Name :-> **Vanshti Kotecha**

Roll No :-> **24**

Semester :-> **2**

Submitted to :-> **Jyoti Mam**

Subject :-> **ES ~ 2**  
**LS ~ 2**  
**CVS ~ 2**





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 E.S. ~ 2 

Q1. 2 videos about Panchkosha and prepare a write up?

⇒ 1.] 'Understanding Panchkosha' -

The five 'Sheaths' by Sadhguru: This video is a spiritual teaching by Sadhguru, where he dives into the deeper layers of human existence. He explains the concept of Panchakosha or the five sheaths that envelop each individual. These sheaths are the physical, energetic, mental, intellectual, and bliss sheaths. Sadhguru delves into each one, explaining how they operate and how one can transcend them to attain a higher state of consciousness.



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## 2.] Panchkoshha (Five Layers of Being) :-

Explained by Swami Ramdev.

This video is an informative discussion by Swami Ramdev, a well known yoga guru, about the concept of Panchkoshha. Swami Ramdev explains in detail about five layers of being, including the food body, the vital body, the mental body, the intellect body, and the blissful body. He also delves into the importance of cleansing these sheaths to achieve purity of mind, body and soul.

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L.S. - 2

Q1] Explain the type of programmed learning with figure ?

A] Introduction :-  
In the words of American Psychologist,  
"Programmed learning is the first application to laboratory technique utilized in the study of the learning process to the practical problem of education. That is why it is claimed that the origin of modern programmed instruction arises from the psychology of learning and not from technology.

→ Types of Programmed Learning :-

1. Linear Programme
2. Branching Programme
3. Mathetics Programme




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1.] Linear Programme :- 

Linear Programming is based on programming ideas put forth by B.F. Skinner. In a linear programme, the subject matter is divided into quite small pieces of knowledge, known as frames. Each learner is taken through these frames, in small steps, in the same sequence, along a single path or line.

Student's response to the first frame is immediately confirmed before he goes to the second frame. The correct response to the previous frame appears alongside the forthcoming frame.

The programme is so structured that the possibility of correct response becomes sufficiently high. Linear programmes can be produced in book form or use on a linear teaching machine.



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## 2.7 Branching Programme :-)

The branching or intrinsic approach to programming was devised by Norman A. Gowden. He has defined Branching Programming as programme which adapts to the needs of the students without the medium of an extrinsic device such as computer.

The student is given the material to be learnt in logical units. The units are much larger than those used in linear programming. Each material unit is followed by multiple-choice answers, from which the student is required to choose the answer which appears correct to him. According to the item which he has chosen, he is directed to different parts of the programme to check his answer.

If his answer is correct, the student is put on the main line of the programme the same way as it happens in linear programme. If he fails to choose the correct answer, the preceding unit of information is reviewed, the nature and cause of his error explained, and he is either returned to the original unit of



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information or branched along a sub-sequence which give additional information to connect himself. He is then put to re-test before he is made to return to the main line.

### 3.] Mathetics Programmed :

Thomas Gilbert, introduced Mathetics in his article 'Mathetics, the Technology of Education'. The term itself has been derived from the Greek 'mathein' meaning to 'learn'.

Mathetics is defined as the systematic application of reinforcement theory to the analysis and construction of complex sequences which represent mastery of subject-matter.

The unit for a mathematical programme sequence is called 'exercise'. There are no restrictions on its size or extent. The main consideration in this case, however, is to have to big an exercise the student can reasonably take at a moment.



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## Types of PI

### Linear Program

① — ② — ③ — ④ — ⑤ etc.

---

### Branching Program

① → ② → ③ → ④ → ⑤ → etc.

↓

Test

↙ ↘

4a 4b

Repeat Section




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Q2] Make comparison between Advanced Organiser Model and Concept Attainment Model ? 

⇒ Advanced Organiser Model :-

The Advanced Organiser Model (AOM) is a teaching model designed to help students organise new information based on what they already know. The AOM model was developed by David Ausubel and is based on the principle that new information can be organised more effectively when it is associated with already known information. This model helps students to understand new concepts by connecting them to their already learned ideas.



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⇒ Advantages :-

- 1] Helps students understand and learn new concepts effectively as it connects new information to what they already know.
- 2] Encourages students to think about their prior knowledge and facilitate the connection of new information.
- 3] Increases retention of new information as students are more likely to remember information that they can relate to.

⇒ Disadvantages :-

- 1] Can be time-consuming as the teacher must spend time creating an advanced organizer.
- 2] It does not work ~~as~~ well for students who have not yet developed sufficient prior knowledge.



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## \* Concept Attainment Model :-

The concept attainment model (CAM) is a teaching model that focus on the discovery of concepts through the use of examples and non-examples. This model is based on the process of inductive reasoning, which means that the teacher presents examples and non-examples to help students identify the attributes of the concepts.

### ⇒ Advantages :-

- 1] Encourages students to think critically and participate in the discovery of concepts.
- 2] Allows for differentiation as students will work at different paces, depending on how quickly they can identify the attributes of the concept.
- 3] Develops and sharpens students' analytical abilities and encourages them to think logically.





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⇒ Disadvantages :-

- 1] It may only work well for students who are able to understand abstract concepts.
- 2] It can be time-consuming as the teacher must spend time creating examples and non-examples that accurately represent the concept.





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(US :- 2)

Q1] Explain the process of knowing ?  
and the process of knowledge construction ?

A → Introduction :-

Any information about a place or thing is known as the knowledge of that particular entity. So, we can say that knowledge knows about someone or something. Knowledge is familiarity, awareness or understanding of someone or something such as facts, information, descriptions or skills, which is acquired through experience or education by perceiving, discovering, or learning. The interaction of people in society generates knowledge, while developing knowledge means knowledge is based on previous experience.



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⇒ Process of knowing :-

In today's world, the knowledge and the capability to create and utilize knowledge creation is a dialectical process, which involves systemization of various facts, through dynamic interactions between individuals and the environment. Knowledge creation is a spiral that goes through seemingly opposing concepts such as order and chaos, micro and macro, part and whole, mind and body, tacit and explicit, self and other, deduction and induction, and creativity and efficiency. There is a need to understand that knowledge creation is a transcending process through which entities (individuals, group and institutions) go beyond the boundary of the old into a new self by acquiring new knowledge. In the process new conceptual artifacts and structures for interaction are created, which provide possibilities as well as constrain the entities in consequent knowledge creation. Thus, knowledge creation is a cyclic process.



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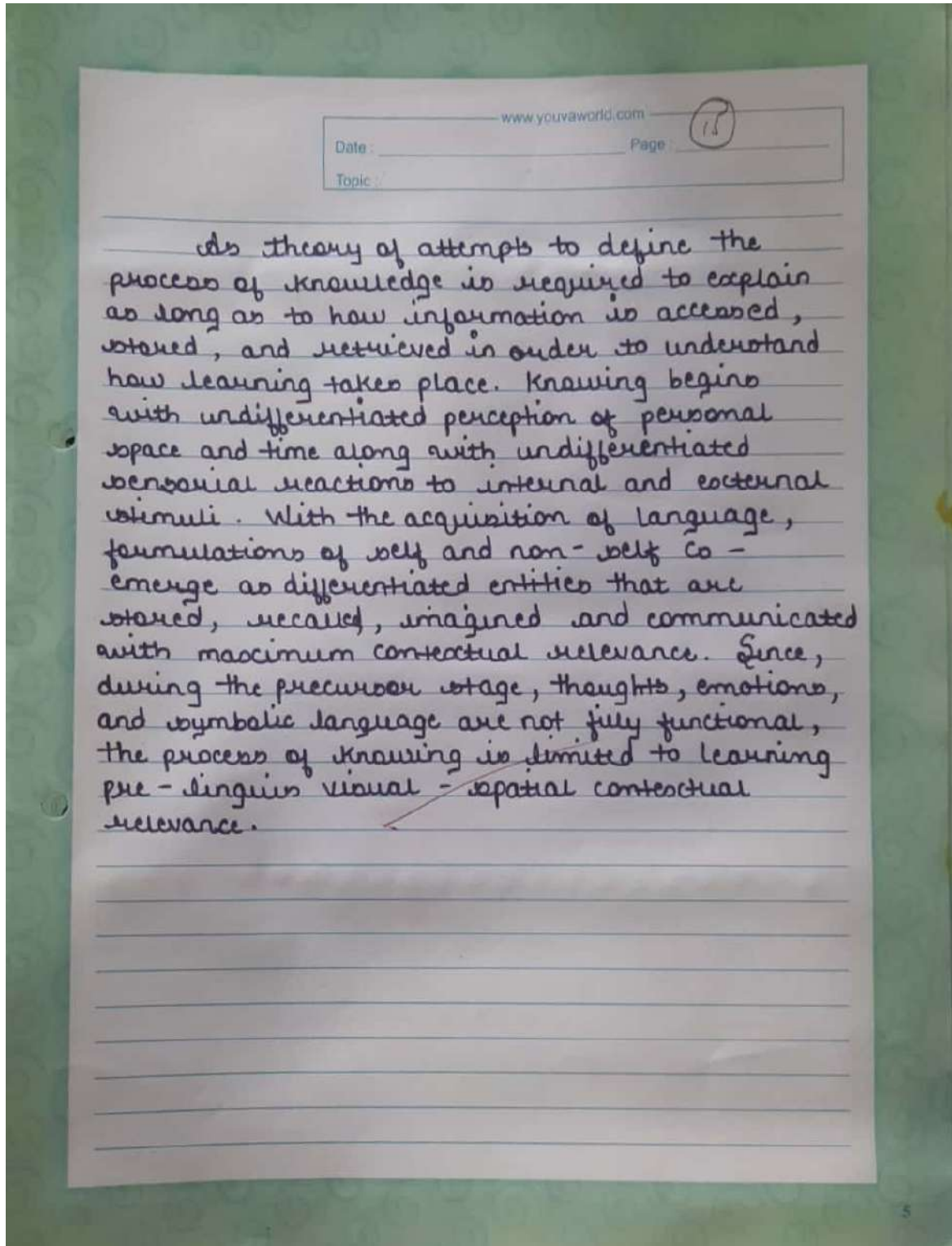
As knowledge is not part of the reality. It is reality viewed from a certain angle or context. The same reality can be viewed differently depending on the angle (context) from which one sees it. The Indian context also emphasises on the role of desh (ecology), kala (time), and patra (person). The same reality is viewed differently by different persons, in different times, and in same reality and different contexts. It means that, in knowledge ~~for~~ creation one cannot be free from one's own context. The social, cultural, and historical contexts are important for individuals, because such contexts give the basis to individuals to give meaning to it. That is why, limited interaction with the environment and externalisation of personal knowledge can lead to ontological ill and fallacies, because the whole completely of given phenomenon may remain undiscovered. Hence, in knowledge creation, one tries to see the entire picture of reality by interacting with those who see the reality from other angles.



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Figure :- 1 Illustrates the levels of the mind and the relationship among knower, process of knowing to known. The level of awareness of the knower determines the corresponding process of knowing, as well as the nature of the knowledge gained. Education traditionally trains the knower to use deeper levels of the mind to gain more useful and fulfilling knowledge. Knower and known are united on the ground of transcendental consciousness. The result is complete knowledge of natural law, and on that basis, thought and action are spontaneously most effective.

→ gaining knowledge :- uniting knower and known through the process of knowing (Dillbeck, et al 1987)

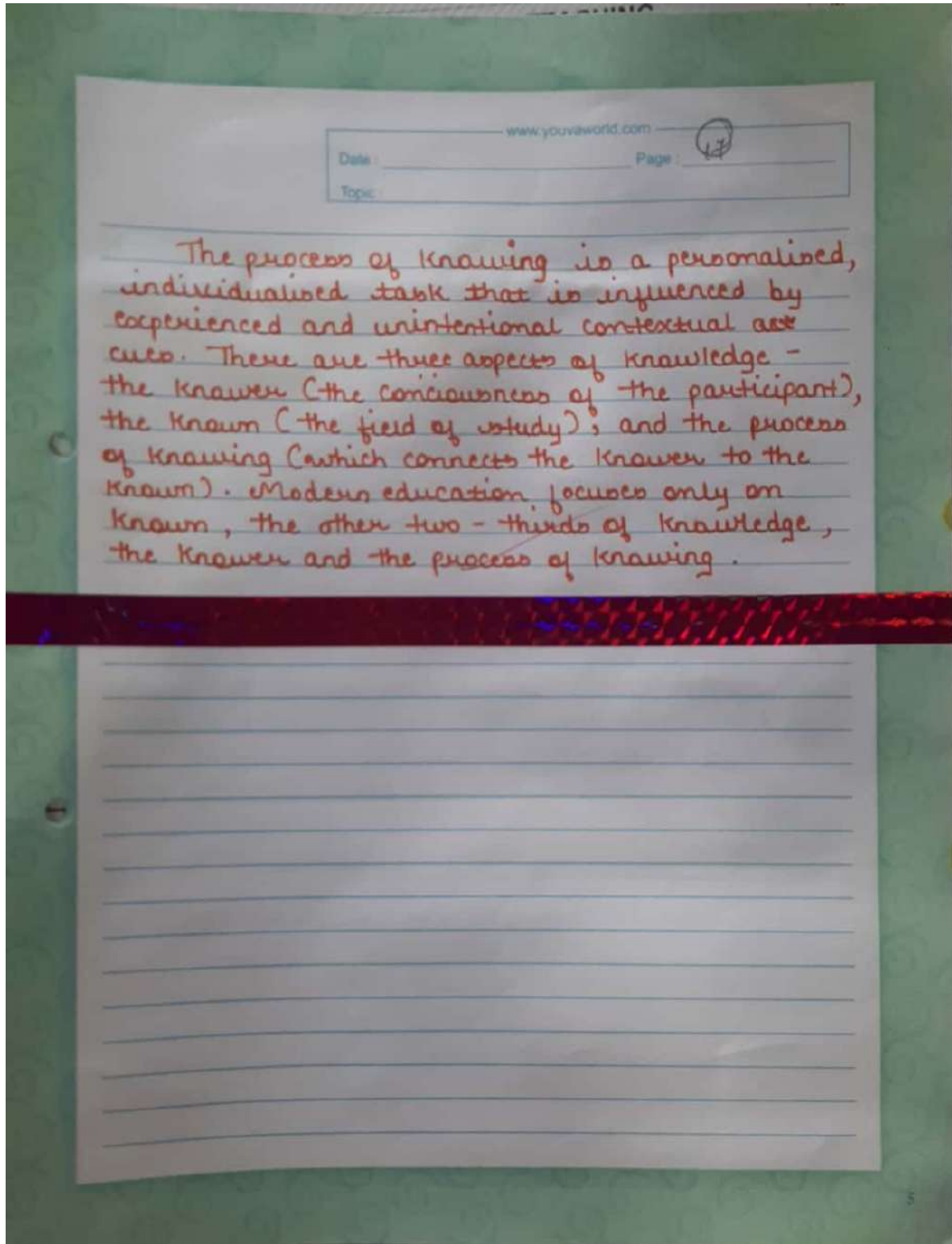
Knower (Student)	Process of Knowing	Known (Subject Matter)
Senses	Perception	Sensory Knowledge of concrete objects
Mind	Thought	Knowledge of relationships
Intellect	Analysis & Synthesis	Rational and abstract knowing
Feeling	Intuition	Intuitive knowledge of natural law.



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## \* Process of Construction of Knowledge

### → Introduction :-

As we interact with our friends, classmates, and relatives, we are also involved in the process of knowledge construction. It is an act of contributing to the development of a body of ideas, attitudes, and beliefs. Knowledge construction is a process by which knowledge construction is a collaborative process and aims to produce new understanding or knowledge, which exceeds something that anyone alone could not achieve. It is also essential that knowledge construction is based on each other's ideas and thoughts.





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→ Process of Knowledge Construction :-

True research is a process of knowledge construction, which requires some levels of combination of interpretation, analysis, synthesis and evaluation. When an activity requires students to devise procedures, the activity qualifies as knowledge construction.

According to David Bemis, education needs to be geared toward the handling of data, rather than the accumulation of data.

Martin Minsky says "You don't understand anything until you learn it in more than one way".

Students construct knowledge when they apply critical thinking and applied thinking to go beyond knowledge reproduction by generating ideas and understandings that are new to them.

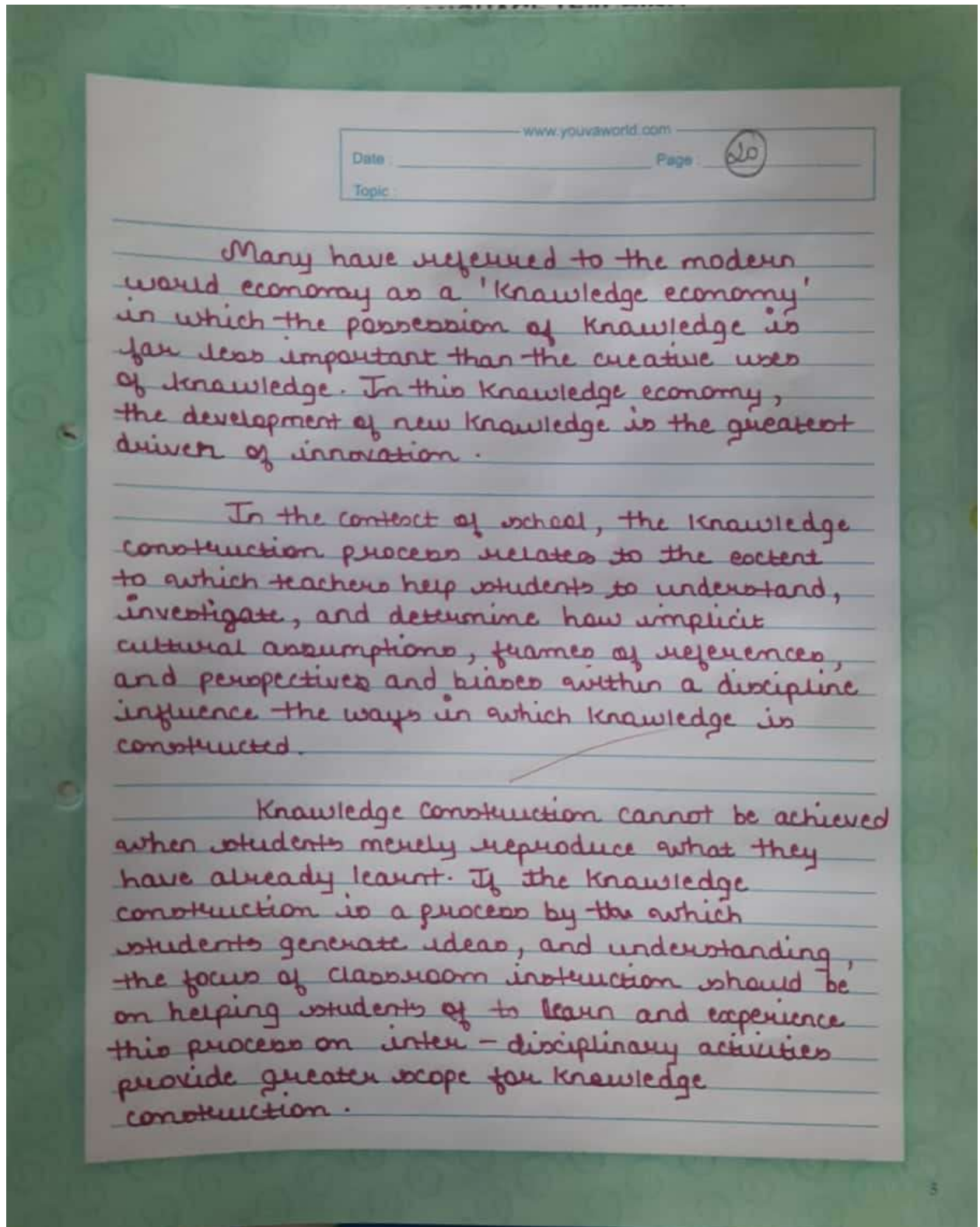
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→ Three processes are singled out as a crucial to constructing knowledge :-

1] Activation of existing knowledge 

Activating knowledge refers to making it explicit and accessible to all stakeholders. Both users and developers of knowledge benefit from activation.

2] Communication between Stakeholders 

This consists of creating a shared understanding through interaction among people. It is a social activity in which all participate and contribute to knowledge construction. The understanding created through communication can never be complete, but instead is an interactive and ongoing process in which process is in which common ground, for example, assumed mutual belief or knowledge is accumulated and updated through negotiation and accumulation of meaning overtime.



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## 5.] Envisioning :-

It is a constructive process in the sense that it is based on prior understandings, but extends towards the future. It is different from activation ~~from~~ because it builds new understandings, rather than surfacing existing ones.

The recent thinking about knowledge construction assumes that knowledge is not something, which can be transmitted from one person to another, but rather is jointly constructed by all parties involved in the process of knowledge ~~is~~ construction.

Constructivism is a theory based on observation, scientific study, and about how people learn. According to this theory, people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.

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Name: Parmar Kavita D.

College: Institute of Language Teaching

Std: B.Ed [English]

Sub: Cus-3 Unit: 1

Submitted to: Dipika Ma'am

→ explain in detail  
→ 5 principles which  
given in syllabus

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HAPPY

2



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Question : 1

Meaning, concept and needs of inclusive education?

Answer :

\* Introduction :

Inclusive education as a process of addressing and responding to diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves, changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

\* Meaning and Concept :

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Inclusion is the action or state of including or of being included within a group or structure. It also means the act of including someone or something as part of a group, list etc. There is a lot of debate and discussions regarding the meaning the term 'Inclusion' in Education.

For some it means, "Mainstreaming" students. Under the concept of mainstreaming, students with disabilities are taught in resource programmes until their academic skills increase to the same, or very nearly the same level as their same-age peers in regular classrooms.

Inclusion is both a process for and outcome of understanding, acceptance, and valuing of differences among today's school children and youth. It is potentially both a process and an outcome for achieving social justice and equity in society.

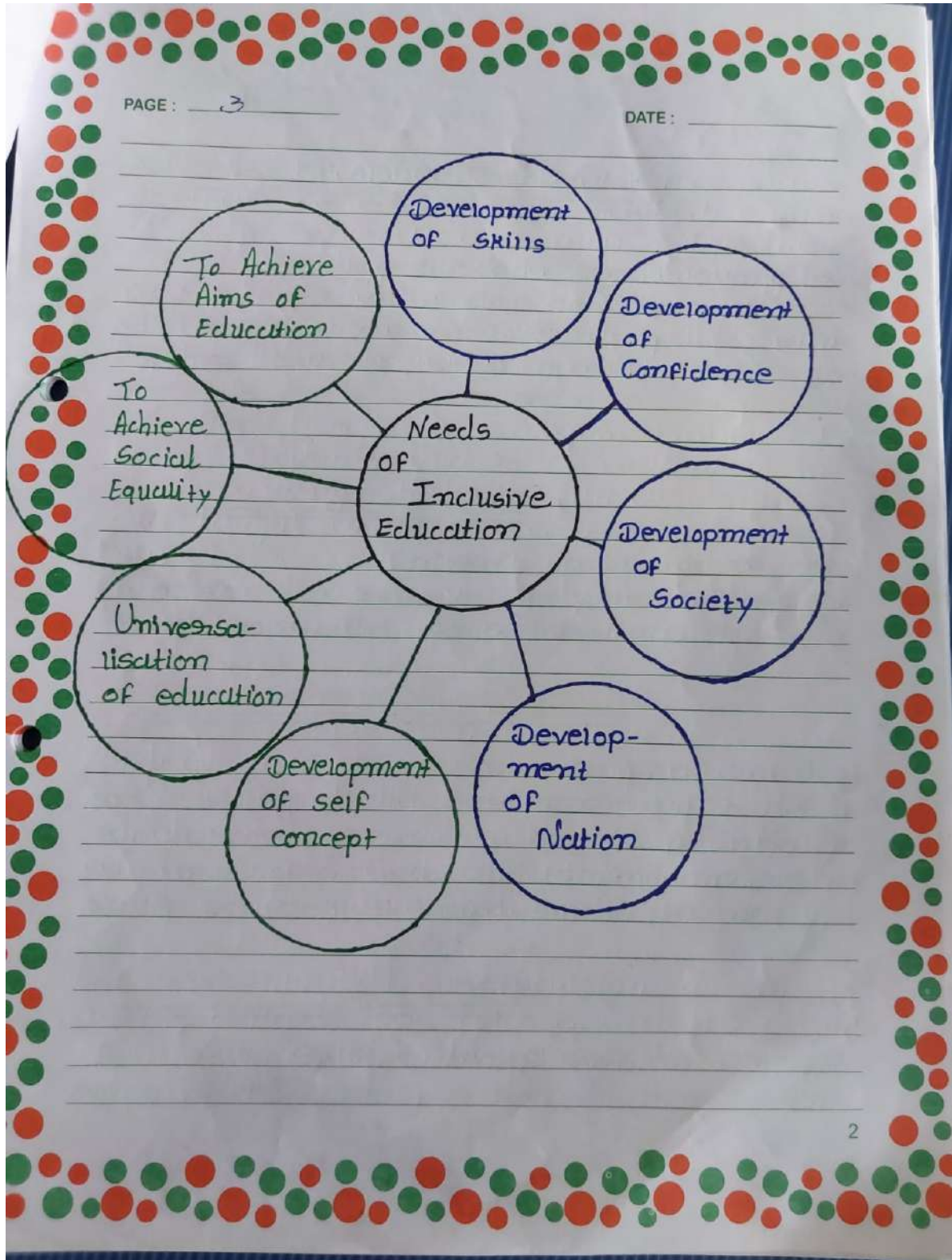
To address inclusion, we must move beyond the rhetoric and the debate of moral, legal, and philosophical issues.



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\* Needs of Education - Inclusive

Quantitative education is more beneficial than quantitative education. Inclusive education is necessary to bring quality in education. Following are the points which indicate the need and importance of inclusive education:

1. Development of skills:  
Inclusive environment helps to develop the various skills in learners such as cooperative skills, tolerance etc.
2. Development of confidence:  
Inclusive education provides the least restrictive environment for disabled learners where they can easily share their views with other children and can participate in activities like normal children.
3. Development of society:  
Society develop with the strengthening of the capacity of the education system.

2



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Question : 2

History of inclusive education? or  
Explain paradigm shift from segregation to inclusions?

Answers:

\* Introduction:

Inclusive education means all children in the same classrooms, in the schools. It means equal learning opportunities for groups who have traditionally been excluded - not only children with disabilities, but speakers of minority languages too. It is valuing all people.

\* History of Inclusive Education:

In Ancient India, persons with disabilities were accepted as part of natural order and were accommodated and adjusted to the daily life activities of those times. The first school for the deaf and the blind was started in India in 1884 and 1887.

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Kothari commission recommended in 1962, integration of the handicapped in the regular school programs and in 1986 NCERT formulated project Integration Education for the disabled.

Throughout the 19th century and much of the 20th, when children with disabilities received an education, it was institutionalized and segregated.

Education of the disabled in India has its own history. Caring for "the old, the sick and the disabled" is a part of the cultural heritage of India.

### ★ Conclusion :

Education must be viewed as a facilitator in everyone's human development and functionality, regardless of barriers of any kind, physical or otherwise. Disability must never be a disqualifier. Adequate resources must be matched with political will, and consistent pressure maintained on governments to live up to their obligations.



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Question :

Meaning, concepts and needs of social inclusion?

Answer :

\* Introduction :

Social inclusion is the process of improving the terms on which individuals and groups take part in society - improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity.

\* Meaning :

Inclusive education is defined as learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, colour, gender, disability, sexual preference, learning styles and language.

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\* Concept :

Social inclusion is the process by which efforts are made to ensure equal opportunities - that everyone, regardless of their background, can achieve their full potential in life. Such efforts include policies and actions that promote equal access to services as well as enable citizen's participation in the decision-making processes that affect their lives.

\* Needs of Social Inclusion :

- Social inclusion ensures everyone feels respected, valued, and integrated into the community.
- Being socially inclusive is not only the right thing, but also helps the economy by decreasing the loss of wages, improving education and employment outcomes, and reducing healthcare expenditure.
- Social exclusion can have mental and physical health costs, adding much burden to the healthcare system.

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- In the long term, social tensions and conflict might arise due to exclusion, leading to significant costs for the society and economy.
- Promoting social inclusion can protect society from future shocks, be it climate, health, social, or economic.
- Students with disabilities never should be placed in general physical education solely for social development.
- Yet, one of the greatest benefits of inclusion is the opportunity for social acceptance and interactions between students with and without disabilities.

<b>Markets</b> Land Housing Labor Credit	<b>Services</b> Social Protection Information Electricity Transport Education Health Water
<b>Spaces</b> Political Physical Cultural Social	

Ability + opportunity = Dignity 2



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Question: 21

Principles of inclusive education?

Answer:

★ Introduction:

Inclusive education is a process of addressing and responding to diversity of needs of all learners through increasing participation in learning, cultures and education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

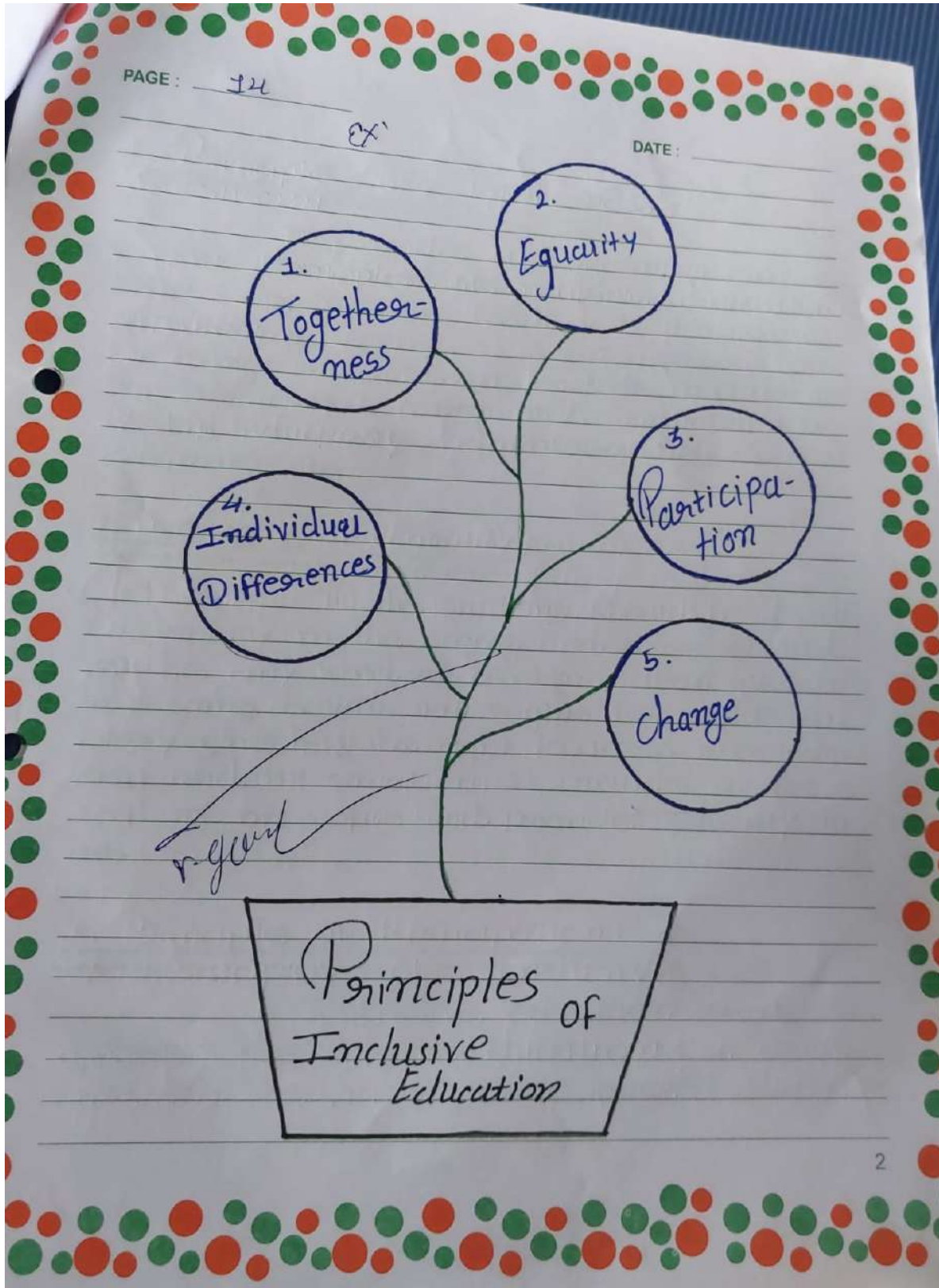
★ Principles of Inclusive Education:

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1 Principle of Togetherness :

It provides such learning environment that promotes all round development of all learners together in the same educational setting. It is an approach which brings all children together in a common educational community. Relationship between the family, administrations, teachers, classmates etc.

2. Principle of Equality :

All the students should be treated equally in the school and there should not be any kind of discrimination. Guarantees some educational rights for children. Every one has the right to access knowledge, skill and information. It includes all those sections of people and provides equality to all.

3. Principle of Participation :

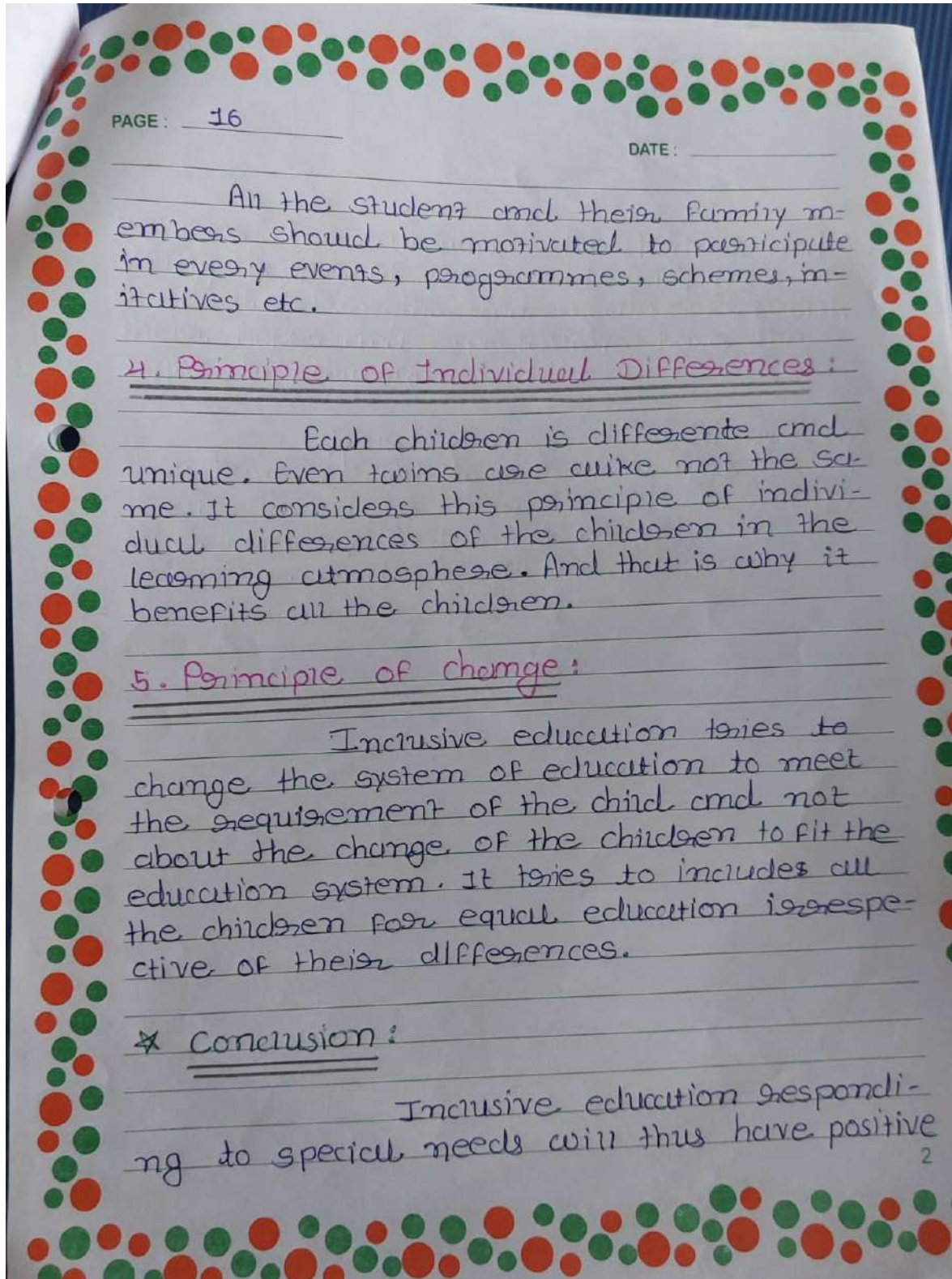
Inclusive education provides opportunities for the students with disabilities for the active participation equality.

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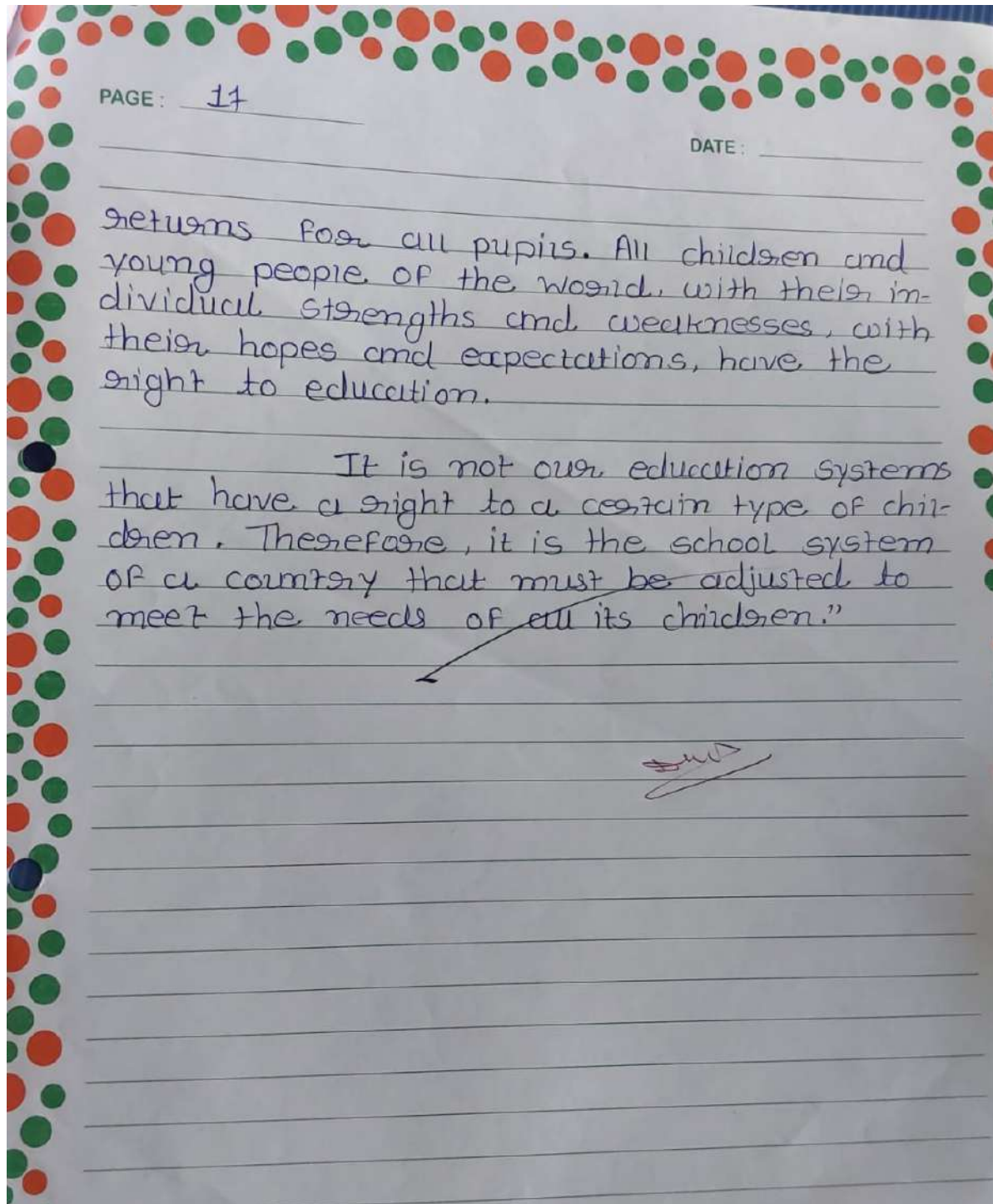





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## 2.4.7 Any other relevant information

Students compiled documents of Assignment Online

[Assignment - 2](#)

[Assignment](#)

2.4.7 A variety of assignments given and assessed for theory courses through

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

Sl. No.	Activities	Programme*	Name of the Theory course(s)	Nature of assignments	Number of assignments per course per semester	Total number of assignments per semester	
						Bachelor	PG
1		B.Ed.-1st year	LS-1 Psychology of Learner, ES 1 Perspectives in Education, CuS 1 Curriculum Development Principles, EPC 1 Reflective Reading, EPC 2 Art in Education, LS 2 Learning and Teaching, ES 2 Developing the Self, CuS 3 Inclusive Education, CuS 2 Knowledge and Curriculum, LPC 2 English Language	Prepare report on the the sub units taught	1		

	Library work	B.Ed.-2nd year	CuS 2 Knowledge and Curriculum, EPC 3- Educational Management, EPC 4- Educational Statistics, Guidance and Counselling, Value Education, CuS 4 ICT in Curriculum, LPC 3 Hindi Language, LPC 4 Language Across Curriculum, AE 1 Assessment and Evaluation in Learning, CoS 1 Teacher and Learner in Society, CoS 2 Gender, School and Society, LPC 5 Classical Sanskrit, PS 4 Advanced Pedagogy, EPC 3 Optional Paper (Any one) Environment Education, Yoga in Education, Educational Management	Prepare a reflective on the sub units taught, Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching, Reading a book related to gender issues/ girl's education/ women empowerment/biography or autobiography of a successful woman and give seminar on the same, submit the paper/ article	1	Sem-1 Sem-2 Sem-3 Sem 4	NA
2	Field exploration	B.Ed.-1st year	CuS 3 Inclusive Education, ES 2 Developing the Self, CuS 2 Knowledge and	Prepare report on the the sub units taught	1	Sem-1 Sem-2 Sem-3 Sem 4	NA
		B.Ed.-2nd year	CoS 2 Gender, School and Society, EPC 3- Educational Management, EPC 4- Educational Statistics, Guidance and Counselling, Value Education	Prepare report on the the sub units taught	1		

3	Hands-on activity	B.Ed.-1st year	Learning and Teaching PS 1 - PO1/O2 General Pedagogy for Languages, EPC 1 Reflective Reading, LPC 2 English Language	Planning and implementing a lesson to promote creative thinking and writing a report based on experiences obtained, Prepare report on the the sub units taught, Planning and implementing a lesson for implementing cooperative learning techniques and writing a report based on the experiences obtained	1	Sem-1 Sem-2 Sem-3 Sem 4	NA
		B.Ed.-2nd year	EPC 4 Educational Statistics, AE 1 Assessment and Evaluation in Learning, CuS 4 ICT in Curriculum, LPC 4 Language Across Curriculum	To prepare learning material in the form of written script based on different techniques to enhance teaching learning transaction of language			
4	Preparation of term paper	B.Ed.-2nd year	EPC 4- Educational Statistics, AE 1 Assessment and Evaluation in Learning	Developing an achievement test with its Blue Print, Answer Key and Marks Distribution, Prepare a frequency distribution table with raw score data, Calculate in graph mean, median, mode.	1	Sem-3, Sem-4  20	

	Identifying and using the different sources for study	B.Ed.-1st year	Learning and Teaching PS 1 - PO1/O2 General Pedagogy for Languages, EPC 1 Reflective Reading, LPC 2 English Language	Report and oral presentation in group Visit Educational web sites, online videos and writing comment on usefulness related to a topic of interest "	1	Sem-1 Sem-2 Sem-3 Sem 4	
5		B.Ed.-2nd year	EPC 4- Educational Statistics, AE 1 Assessment and Evaluation in Learning, Critical Understanding of ICT	Celebrate the World Environment Day/ World Population Day and Write a brief report of it.	1		
		* Provide data programme wise and year-wise from the list below:					
		B.Ed I Yr, B.Ed II Yr; M.Ed I Yr, M.Ed II Yr,					
		B.P.Ed I Yr, B.P.Ed II Yr; M.P.Ed I Yr, M.P.Ed II Yr,					
		B.Ed (Spl) I Yr, B.Ed (Spl) II Yr; M.Ed (Spl) I Yr, M.Ed (Spl) II Yr,					